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ABSTRACT

Designed to assess the success of social studies instruction for grade 8 students in Manitoba, Canada, this test evaluation instrument contains the manual, scoring key, and the administered test. The test covers the following sections: attitudes and values, social participation, knowledge, thinking and reasoning skills, and a long answer section for an essay. The manual and scoring key contain: general test information; instructions for administering the test; collecting and returning test materials; scoring tests not included in the provincial sample; the SOLO (structure of the observed learning outcome) taxonomy; evaluating writing skills; detailed descriptions of each SOLO taxonomy level; subtest of each test item; a multiple choice answer key; and a sample answer sheet. (DB)

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SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 8

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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1989

Manitoba Education

NAME: _____

SCHOOL: _____

PART ONE

ATTITUDES AND VALUES; SOCIAL PARTICIPATION

THIS PART OF THE TEST HAS NO RIGHT OR WRONG ANSWERS. YOU ARE TO GIVE YOUR OWN OPINION OR TO STATE HOW OFTEN YOU BELIEVE CERTAIN THINGS HAPPEN.

THERE ARE TWO SAMPLE ITEMS BELOW. THE FIRST HAS BEEN DONE FOR YOU. THE ANSWER GIVEN IS "B". NOTE HOW THE CIRCLE BELOW THE LETTER HAS BEEN BLACKENED. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THIS CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT QUESTION.

EACH QUESTION MUST HAVE ONE ANSWER ONLY.

Examples: (Mark your answers below, not on the answer sheet.)

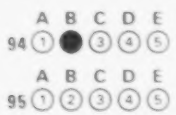
94. How often do you read science fiction?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

95. Canada is the best country in the world.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

SAMPLE ANSWER SHEET



BEGIN ON THE ANSWER SHEET AT NUMBER 1.

STOP PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

ATTITUDES AND VALUES

1. Our present day society has been influenced by past civilizations.

   A) Strongly agree
   B) Agree
   C) Undecided
   D) Disagree
   E) Strongly disagree

2. People should be concerned about the loss of old customs and traditions.

   A) Strongly agree
   B) Agree
   C) Undecided
   D) Disagree
   E) Strongly disagree

3. The Egyptians or Mesopotamians were justified in devoting so much wealth and energy to building religious monuments.

   A) Strongly agree
   B) Agree
   C) Undecided
   D) Disagree
   E) Strongly disagree

4. Generally life for a person in a pre-historic village was more comfortable than for a person in a Greek or Roman city.

   A) Strongly agree
   B) Agree
   C) Undecided
   D) Disagree
   E) Strongly disagree

5. A group of people who practise human sacrifice should be referred to as civilized.

   A) Strongly agree
   B) Agree
   C) Undecided
   D) Disagree
   E) Strongly disagree

6. Although Leonardo da Vinci was a very talented man, his ideas had very little effect on his society.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

7. Luther broke away from the Church in order to achieve personal glory.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

8. Workers had good reasons for forming unions during the Industrial Revolution.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

9. Labour unions today should become stronger and have more influence.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

10. Even though some industries pollute the environment, the benefits arising from industry outweigh the negative effects of pollution.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

11. We should be more concerned about the destruction of the world's rain forests.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

12. Citizens should have the right to criticize their government.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

13. Poor developing nations should create armed forces to reduce unemployment.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

14. Canada's immigration laws should be tightened up to allow fewer Third World people into the country.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

15. Wealthy nations should restrict or cut off foreign aid to poorer countries with excessive population growth.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

16. How do you personally feel about the future?

A) Very optimistic
B) Fairly optimistic
C) Undecided
D) Fairly pessimistic
E) Very pessimistic

SOCIAL PARTICIPATION

17. How often is discussion part of your Social Studies lesson?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

18. As part of your Social Studies class, how often do students discuss current events?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

19. As part of your Social Studies class, how often do students work together in small groups (e.g., to do research, prepare a report, brainstorm)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

20. As part of your Social Studies class, how often do students participate in group activities such as producing a play, a movie, or skit?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

21. In your Social Studies class, how often have you played the role of a person from the past or present?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

22. As part of your Social Studies class, how often do students make an oral presentation or report to the class?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

23. I like doing group projects.

A) Strongly agree
B) Agree
C) Do NOT do group projects
D) Disagree
E) Strongly disagree

24. As part of your Social Studies class, how often do outside speakers come to talk to the class/school?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

25. As part of your Social Studies course, how often do you go on trips or visits outside the classroom, (e.g., to do interviews, to visit museums, etc.)?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

26. As part of my Social Studies program, I have helped others, e.g., the elderly, peers, disabled, handicapped, younger children, etc.

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

27. In the past year, has Social Studies influenced you to participate in viewing TV documentaries, discussing social issues with friends, reading newspapers or magazines or news items, etc.?

A) Not at all
B) Somewhat
C) A few times
D) Significantly

28. As a result of your Social Studies program, how likely are you to become involved in issues affecting our planet and society?

A) Much more likely
B) More likely
C) Less likely
D) No change

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART TWO

KNOWLEDGE

THE QUESTIONS IN THIS PART HAVE ONLY 1 BEST OR CORRECT ANSWER. READ THE QUESTION AND ALL THE CHOICES IN A QUESTION BEFORE SELECTING THE BEST OR CORRECT ANSWER.

THE SAMPLE QUESTIONS ON THIS PAGE ARE TO BE ANSWERED ON THE SAMPLE SHEET BELOW. BLACKEN THE CIRCLE BELOW THE LETTER (A,B,C,D) THAT CORRESPONDS TO THE ANSWER YOU HAVE CHOSEN. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THE FIRST CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT QUESTION. EACH QUESTION MUST HAVE ONE ANSWER ONLY.

STUDY THE 2 SAMPLE QUESTIONS BELOW. THE FIRST ONE HAS BEEN DONE FOR YOU. YOU ARE TO DO THE SECOND ONE WITH YOUR TEACHER.

Example: (Mark your answer below, not on the answer sheet.)

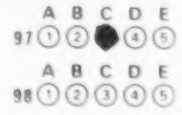
97. Julius Caesar was a(n)

A) Egyptian.
B) Greek.
C) Roman.
D) Turk.

98. Europe and Africa are separated by the

A) Atlantic Ocean.
B) Mediterranean Sea.
C) Red Sea.
D) Arabian Sea.

SAMPLE ANSWER SHEET



STOP

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

KNOWLEDGE

29. Which one of the following would be found in historic times but NOT during prehistoric times?

A) Metal tools
B) Permanent settlements
C) Some form of language
D) A form of writing

30. The fist hatchet was important because it

A) proved people could think.
B) was easy to make.
C) improved the way people got food.
D) led to the discovery of fire.

31. When Neolithic people gained a knowledge of farming, they no longer had to depend entirely on

A) the use of crude tools and weapons.
B) finding ways to transport heavy loads.
C) hunting animals or finding edible plants.
D) animal skins for warmth.

32. Primitive people developed ideas of architecture in fulfilling their need for

A) food storage for winter.
B) a place for primitive religious festivals.
C) traps and cages for animals.
D) shelter for their families.

33. Which one of the following objects found by archeologists would teach us the most about how prehistoric people met their basic needs?

A) A piece of volcanic rock
B) A rib from a buffalo
C) A needle made from bone
D) An eagle feather buried in sand

34. The separation of workers into different jobs so that more and better goods can be produced is called

A) unionization.
B) segregation.
C) cooperation.
D) specialization.

35. Climate would have had the GREATEST effect in determining how the people of Egypt or Mesopotamia met their need for

A) social order.
B) transportation.
C) shelter.
D) communication.

36. Because the ancient Egyptians had no iron

A) they could not make tools or weapons.
B) they sent expeditions throughout Africa to find supplies.
C) they were unable to develop their agriculture.
D) other Mediterranean peoples became more powerful than the Egyptians.

37. People in ancient civilizations were mainly trying to meet their social needs when they

A) built ships.
B) developed laws.
C) made clothing.
D) farmed the land.

38. Which one of the following best defines the term for "rule of the majority" or "rule by many people"?

A) Communism
B) Democracy
C) Bureaucracy
D) Theocracy

39. Many ancient Greeks and Romans relied on the sea for transportation because

A) there were no paved roads.
B) much of the land was mountainous.
C) enemies forced them to do so.
D) the wheel was not invented.

40. Ancient Greek and Roman coastal towns were the first to expand because of

A) trade.
B) mining.
C) forestry.
D) agriculture.

41. Commerce, or trade, was important in the ancient world because people

A) could make coins out of gold.
B) turned to one another for goods and services.
C) wanted to spread their religion.
D) learned to ship products by sailboat.

42. Which one of the following best defines the "act of homage"?

A) The act of obtaining freedom from a lord
B) A ceremony of knighthood
C) A promise of loyalty from a vassal to a lord
D) A promise of protection from a knight to the king

43. Under the feudal system, a man could be both a

A) serf and a freeman.
B) lord and a vassal.
C) lord and serf.
D) freeman and a knight.

44. The feudal system

A) produced a surplus of goods to trade.
B) gave structure to the lives of the people.
C) provided people with little protection.
D) had kings who were very powerful.

45. During the Middle Ages, education was kept alive mainly by the

A) nobles.
B) governments.
C) church.
D) crusaders.

46. Which one of the following was a cause of exploration and European expansion that began in the fifteenth century?

A) Muslim expansion into Europe
B) Less interest in Christianity
C) Merchants seeking new markets
D) The decline of the middle class

47. The immediate effect of the printing press was to

A) teach people to read.
B) encourage libraries.
C) make possible the publishing of newspapers.
D) spread ideas quickly.

48. The economic system that replaced feudalism in Europe was

A) socialism.
B) capitalism.
C) Marxism.
D) communism.

49. "When the coin in the coffer rings, a soul from purgatory springs." This 16th century verse refers to

A) predestination.
B) heresy.
C) tithes.
D) indulgences.

50. Which one of the following men was a leader of a major revolt against the Catholic Church in Germany?

A) John Calvin
B) Martin Luther
C) Frederick of Saxony
D) Charles V

51. In which of these countries do serious, long-term disagreements based on religion occur today?

A) East and West Germany
B) France
C) Austria
D) Northern Ireland

52. Which one of the following best explains why labour unions were originally formed in Great Britain?

They were formed to

A) advance technological growth.
B) increase industrial output.
C) share profits between workers and owners.
D) improve working conditions.

53. How did the Industrial Revolution encourage the growth of empires?

A) It created a need for raw materials that were found in new territories.
B) It created a need for new manufacturing centres.
C) It caused leaders to think only of problems within their own countries.
D) It slowed the development of nationalism.

54. Which one of the following changes occurred when the Industrial Revolution began in England?

More people

A) moved to rural areas.
B) worked in private jobs.
C) worked in factories.
D) earned less money.

55. The Soviet Union imports large amounts of grain from

A) Canada.
B) Mexico.
C) Poland.
D) China.

56. In a Second World (Communist) country, the decisions about what will be produced are made by the

A) consumers.
B) factory owners.
C) labour unions.
D) government.

57. The type of agriculture where a farmer grows only enough food for the family is called

A) intensive farming.
B) plantation agriculture.
C) subsistence farming.
D) co-operative farming.

58. The huge population growth in developing countries is due <u>mainly</u> to

A) an increase in the birth rate.
B) increased trade with First World countries.
C) an increase in the birth rate and a decrease in the death rate.
D) increased foreign aid.

59. Which one of the following would be a long-term way of solving the problem of food shortages in developing countries?

A) Grow their own food instead of cash crops for export
B) Ship food to the people at low prices
C) Clear more land for farming
D) Send the people harvesting machinery to use in the fields

PLEASE DO NOT GO ON UNTIL ASKED TO DO SO.

PART THREE

THINKING AND RESEARCH SKILLS

QUESTIONS 60 TO 91 ARE TO BE ANSWERED ON THE ANSWER SHEET. TWENTY MINUTES ARE ALLOTTED FOR THIS PART OF THE TEST. THE QUESTIONS IN THIS PART HAVE ONLY 1 BEST OR CORRECT ANSWER. READ EACH QUESTION AND ALL THE SUGGESTED ANSWERS BEFORE YOU DECIDE ON THE BEST OR CORRECT ANSWER.

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

THINKING AND RESEARCH SKILLS

Read the paragraph below, and answer **true** or **false** for questions 60 to 62.

> **Anthropologists study people. Before they study a group of people, they read everything they can to find out about that group. They study pictures and movies of the people and they may even learn their language. They then live with the people and observe their way of life.**

60. After reading about a group of people, the anthropologist's work is finished.

A) True
B) False

61. When anthropologists live with the people they are studying, they learn more about their behaviour.

A) True
B) False

62. Anthropologists try to discover how people live and adapt to their environment.

A) True
B) False

63. Which one of the following would be a primary source of information?

A) Your history textbook
B) A book written by an anthropologist
C) The movie "Quest for Fire"
D) A Cro-Magnon skeleton

64. The materials found in the grave in the diagram suggest that

A) these people believed in life after death.
B) graves were good hiding places.
C) these people were very forgetful.
D) these people liked elaborate funerals.

65. Which one of the following statements would be most difficult to prove true or false about a Neolithic shelter?

A) Fire was used to keep the shelter warm.
B) The people who lived there were comfortable.
C) The inhabitants used some form of pottery.
D) The shelter was made from local materials.

66. Read the following information.

For the first 500 000 years of human life on earth, people gathered food. They began producing food about 10 000 years ago. The development of city life began about 6 000 years ago. The airplane was developed about 75 years ago. Nuclear energy was developed about 45 years ago.

Which of the following is a reasonable prediction of the future?

Humans

A) will progress at an ever-increasing rate.
B) will probably begin to decline gradually.
C) will slowly progress.
D) have achieved their level of ability.

67. Which one of the following is a statement of opinion rather than a statement of fact?

A) The Rosetta Stone is the greatest archaeological find.
B) The Greeks and Romans made marble statues.
C) Artifacts are items made by early people.
D) The Rosetta Stone was discovered in Egypt in 1799.

68. Which resources would be most helpful if you wanted to learn about the way climate affected the Egyptian or Mesopotamian way of life?

A) A globe and atlas
B) An encyclopedia and an atlas
C) An encyclopedia and globe
D) A globe and a dictionary

69. Read the following information.

To be truly Spartan, a person had to eat, sleep, and breathe as a soldier. Sparta was a famous military city in Greece over two thousand years ago. The military was so important that boys were taken from their parents at the age of seven. For thirteen years these boys trained to be soldiers. At age twenty their training was complete. Then it became the duty of Spartan soldiers to defend their city in its many wars.

The main idea of this passage is that

A) Sparta was a Greek city state.
B) a true Spartan was first and foremost a soldier.
C) boys were taken from their parents for military training at age seven.
D) Sparta existed over two thousand years ago.

70. Read the following information.

Riding in a horse-drawn cart or chariot of some sort has many advantages over riding on the back of a horse. During the time of the Roman Empire, many wheeled vehicles were used for trade and transportation. The roads were well-kept and safe for travelling. After the fall of the Empire, people used horseback riding almost exclusively.

What **UNSTATED** conclusion can we make from these facts?

A) The Roman Empire had good roads that were safe for travel.
B) When the Empire fell, the roads were no longer safe and kept up.
C) After the Empire fell, people travelled on horseback.
D) The Roman Empire felt that good roads would help its trade.

Use the information below to answer questions 71 and 72.

Important buildings such as the palace of the Inca (ruler) and the temples were constructed by peasants paying their Mita. The Mita was a tax that was paid by working for the Inca. Once a year, each male peasant spent two or three weeks working on building projects. The workers were fed, but not paid, while working for the Inca.

71. How would a public arena be built today if the Mita system were followed in Manitoba?

A) Foreign labourers would be paid to build it.
B) A private company would be paid to build it.
C) Government employees would build it without pay.
D) Male labourers would build it without pay.

72. Why might a person who valued equal treatment for all consider the Mita system to be unjust?

A) Projects would take longer to complete.
B) Taxes would no longer have to be paid.
C) Some workers would be paid more than others.
D) Some people would have to work but not others.

73. Archaeologists digging at the site of an early settlement find broken pottery, animal bones, fire pits, flint chips, and burned corn husks. These findings suggest that the people who lived at the settlement most likely

A) traded with Europeans.
B) did some farming.
C) traded with other tribes.
D) were very warlike.

74. If you wanted to find out what the people of Harappa (an ancient Indian civilization) ate, which one of the following would be the most complete source for doing the research?

A) Encyclopedia Americana
B) History textbook, Human Heritage: a World History
C) Book entitled A History of Agriculture in India
D) UN report, Farming in India

75. Which one of the following would be most difficult to prove?

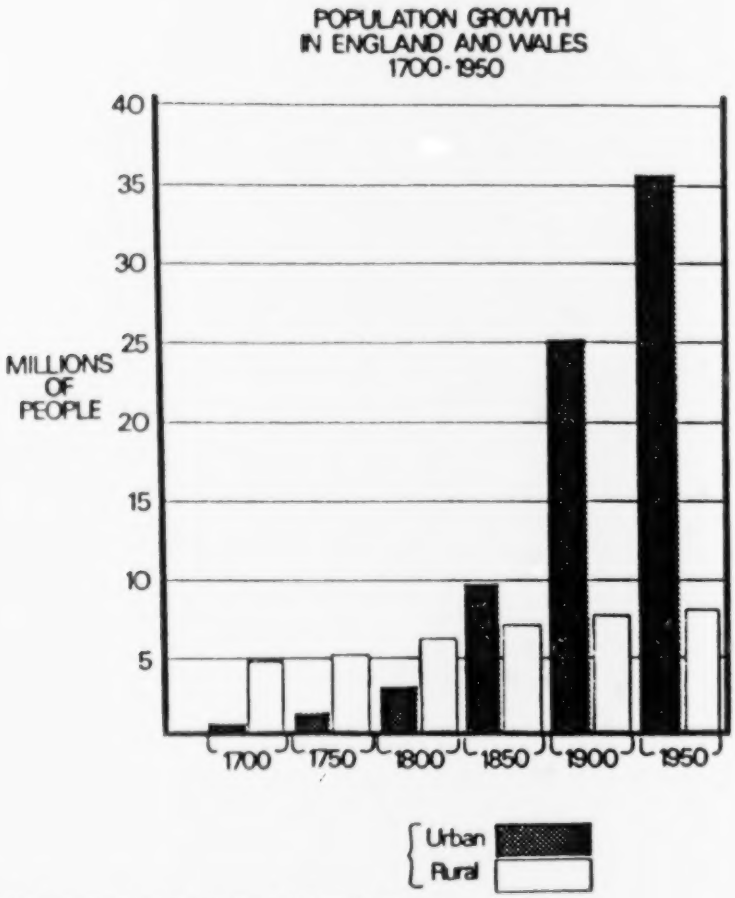
A) Europeans were more civilized than Moslems.
B) The Crusades took place between the 11th and 13th centuries.
C) The Crusades had a great effect on European life.
D) Trade with the Middle East increased rapidly during the Crusades.

76. If you were asked to find a definition of a word such as "feudalism" or "Renaissance", the quickest way to find it would be to refer to the

A) introduction.
B) table of contents.
C) glossary.
D) bibliography.

77. The least biased source of information about Martin Luther would come from

A) an encyclopedia.
B) an editorial.
C) a diary.
D) an autobiography.



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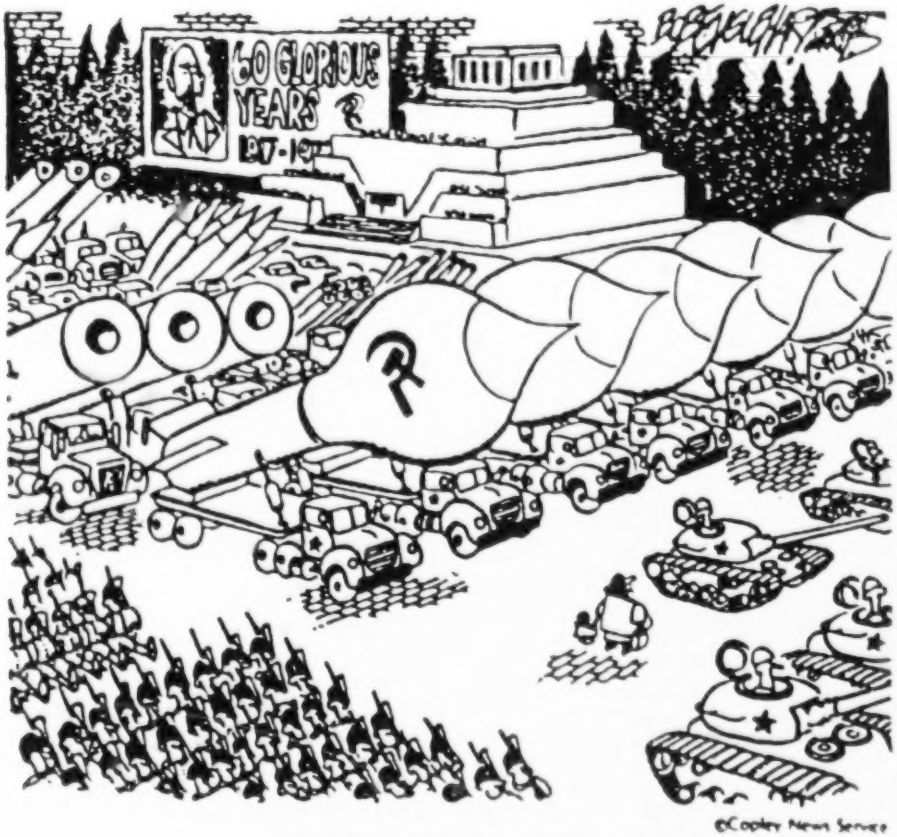
78. Although each of the following statements may be true, which one is best supported by the graph above?

A) Industrialization in England and Wales led to the growth of urban slums.
B) The increase in urban population resulted in increased pollution.
C) The increase in urban population resulted in epidemics of cholera and typhoid.
D) Industrialization in England and Wales was accompanied by the growth of urban centres.



"Would you happen to know where I could get a loaf of bread?"

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79. The main issue raised by the cartoon is, should

A) the individual have freedom of speech?
B) the Soviet Union display its military strength?
C) civilians be allowed to interrupt military operations?
D) military spending have priority over consumer goods?

Use the cartoon below to answer questions 80 and 81.

We have always harvested rice by hand. I know that the work is hard and slow, but it is also peaceful. I don't want the changes that machinery will bring to our community.
But with machines we could grow enough rice to feed our families and still have some left over to sell. With the extra money, we could buy the medicine and clothing we need. I don't want our ways to change, but I cannot see any other way.

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80. What problem are the two people talking about?

A) The growing of rice continues to require much work
B) Whether people should use new farming methods and lose their old ways
C) Women should work in groups when planting and harvesting rice
D) Rice should be sold to buy medicine and clothing but not machinery

81. According to what the people are saying, there is a conflict between the need to improve farming technology and the desire to

A) have freedom.
B) protect power.
C) keep traditions.
D) make more changes.

82. Poverty and illiteracy are to Third World countries as

A) planned economy and private ownership are to Second World countries.
B) planned economy and illiteracy are to the First World.
C) wealth and advanced school systems are to First World countries.
D) Communism and free enterprise are to the Second World.

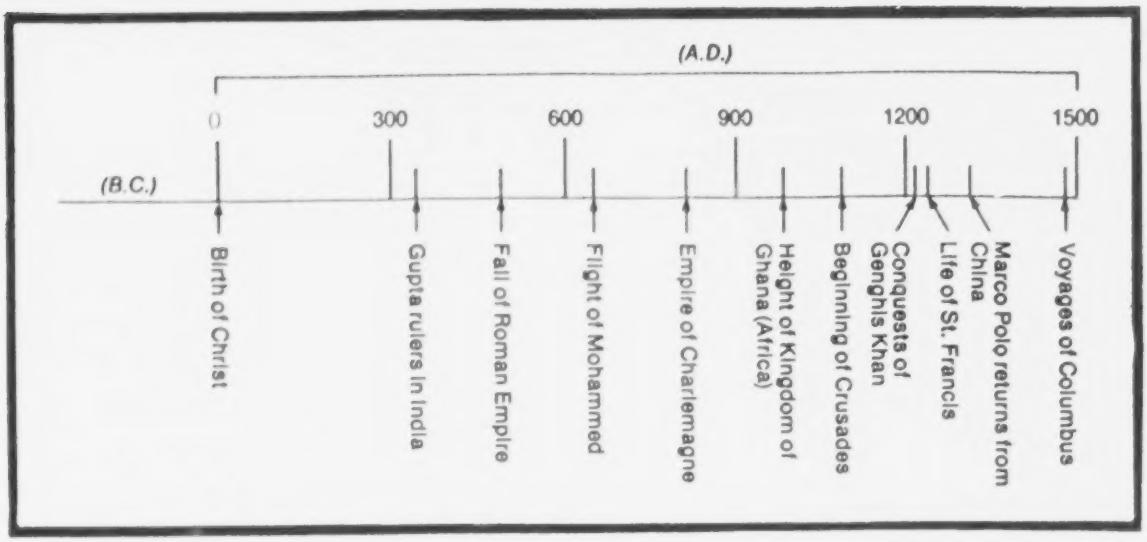
83. Which one of the following is an opinion rather than a fact?

A) Canada provides food aid to the Third World.
B) Canada is considered part of the First World.
C) Canada has abundant food resources.
D) Canada does too little for Third World nations.

84. Which one of the following would be the most difficult to prove?

A) New farm programs will solve India's food problem.
B) India's huge population continues to grow rapidly.
C) Many nations have sent money to India.
D) About seven out of ten people in India are farmers.

Use this time line to help answer questions 85 to 88.



85. Which two people lived at about the same time?

A) Genghis Khan and St. Francis
B) Marco Polo and St. Francis
C) Charlemagne and Mohammed
D) Genghis Khan and Marco Polo

86. How many years passed between the fall of Rome and the voyages of Columbus?

A) 1016
B) 1110
C) 1260
D) 1492

According to the time line, when did the following events take place?

87. Fall of Rome

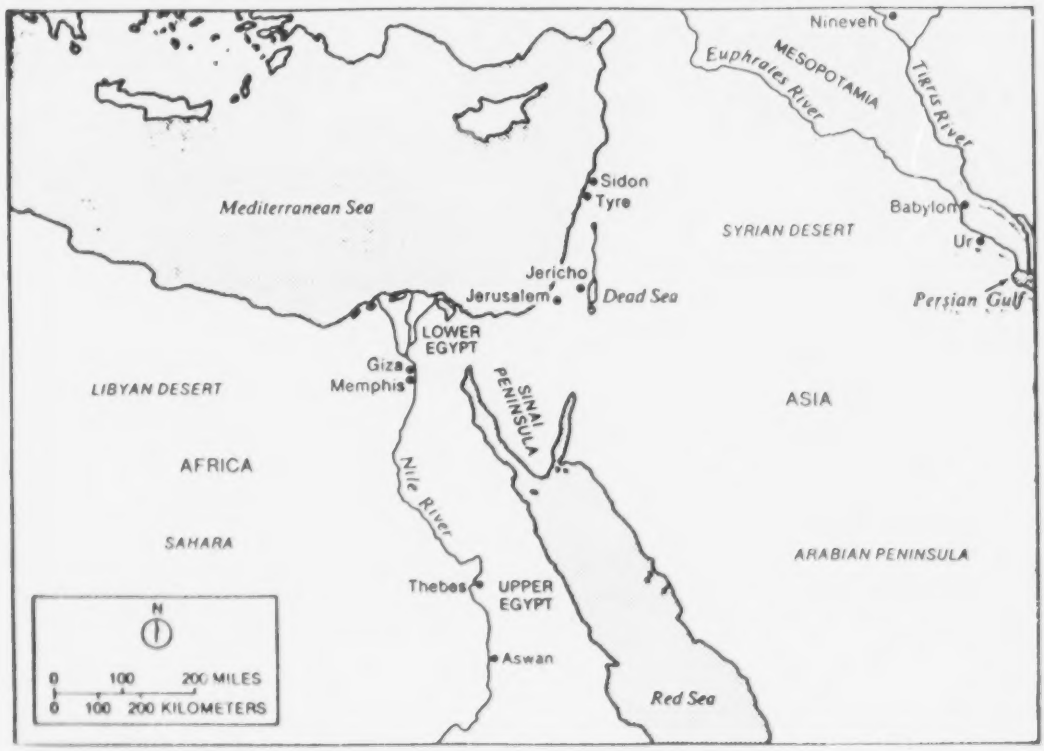
A) 310
B) 476
C) 585
D) 625

88. Beginning of the Crusades

A) 932
B) 1095
C) 1181
D) 1215

Use the map below to answer questions 89 to 91.

The Ancient Middle East



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89. Most ancient cities in the Middle East were located

A) near rivers.
B) next to lakes.
C) in desert oases.
D) on seacoasts.

90. The Nile River flows

A) south.
B) east.
C) north.
D) west.

91. Jerusalem is unusual for an ancient city because it is located

A) on the river route from Africa to Asia.
B) neither on the seacoast nor next to a river.
C) in Mesopotamia.
D) near the Libyan Desert.

STOP **PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.**

PART FOUR

LONG ANSWER SECTION

(25 MINUTES INCLUDING ORGANIZATIONAL NOTES)

Choose **one** of the following topics:

92. A) ♦ Neolithic (New Stone Age) compared to Canadian Society
B) ♦ Early River Valley (Egypt)) compared to Canadian Society
C) ♦ Ancient Civilization (Greek) compared to Canadian Society
D) ♦ Early Modern Europe (Renaissance) compared to Canadian Society
E) ♦ Modern World (Third World) compared to Canadian Society

How have these societies organized to meet their needs? Compare such needs as protection, law, health, and others.

Answer in 3 to 5 paragraphs.
Your answer will be evaluated on:
a) how well you discuss the topic
b) sentence structure and usage
c) mechanics (punctuation, capitalization, spelling)

Notes for Organization (Suggested time - 5 minutes)

PLEASE BEGIN YOUR ANSWER ON THE NEXT PAGE.

Topic chosen is _____

(Suggested time - 20 minutes)

STOP

ACKNOWLEDGEMENTS

Item 78 - Alberta Education Grade 9, 1983 Achievement Test

Item 80 - Alberta Education Grade 6, 1985 Achievement Test

Item 79 - Ludlow, Hope J., The Soviet Union and Eastern Europe, New York Scholastic Book Services: 1980, 1973.

Items 89 to 91 - Scott, Foresman and Co., Duplicating Masters: Map Lessons, Gage Educational Publishing Co., Agincourt, Ontario.

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 8
MANUAL AND SCORING KEY

CONTENTS PAGE

General Test Information 1
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Multiple Choice Answer Key 13
Sample Answer Sheet (Side One) 14

JUNE 1989

Manitoba Education

E R R A T A

SOCIAL STUDIES ASSESSMENT 1989

GRADE 8

MANUAL AND SCORING KEY

Please note the following changes:

P. 12 The item numbers under "Thinking and Research Skills", topic I.2 "Life in Early River Valleys" should read **66 - 68**.

P. 13 Item number 60 was incorrectly placed under "Knowledge" and should be placed under "Thinking and Research Skills".

GENERAL TEST INFORMATION

TEST DATE: **choose any day(s) during the week of JUNE 5TH - 9TH, 1989 (TWO SITTINGS).**

TIME ALLOTMENTS: TOTAL 85 minutes

Directions - 10 minutes
FIRST SITTING
PART ONE: 10 minutes
PART TWO: 20 minutes
SECOND SITTING
PART THREE: 20 minutes
PART FOUR: 25 minutes (Long Answer)

MATERIALS REQUIRED:

- Soft lead pencil and eraser for Parts One, Two, and Three
- Pen for Part Four
- Grade 8 Test Booklets
- Grade 8 Manual and Scoring Key
- Answer sheet for each student

INSTRUCTIONS FOR ADMINISTERING THE TEST

Note: You may pronounce a word for a student but you should not explain its meaning or provide any other assistance in clarifying questions.

1. Describe the length and purpose of the test to the students, by reading aloud to them the following:

> **Students in grade 8 classes in Manitoba are writing this Social Studies test today. The purpose is to find out how well grade 8 students have learned some of the important ideas and skills in Social Studies. The results of this survey will be used to help improve Social Studies instruction in Manitoba schools. The questions in this test may be easy or they may be difficult for you. Regardless of the Social Studies program you have studied, it is important that you answer each question as carefully as you can. Doing the whole test requires 75 minutes.**

2. Distribute the answer sheets. Students should **NOT** put their name on either the test booklets or sheets.

   Instruct students to:
   a) blacken the appropriate circle on the answer sheet to identify sex and grade (see sample answer sheet (side one) on page 14); and

   b) print their test booklet number in the "Special Codes" (boxes KLMNO on the answer sheet) and then to blacken the appropriate circles under the number on the answer sheet (see sample answer sheet).

FIRST SITTING

PART ONE - Attitudes and Values (items 1-16); Social Participation (items 17-28) - 10 minutes

1. Distribute the test booklets and instruct the students to open their booklets to page 1. Read the information at the top of the page to your students. Review with them the two sample questions provided (numbers 94 and 95). The student test booklet page 1 is reproduced below.

2. Inform students that if they wish to change an answer, they must erase their first choice completely. There is no penalty for guessing.

3. When you are certain that students know how to use the answer sheet, ask them to turn to page 2 and begin the PART ONE.

4. Students are to stop after they have completed PART ONE (item 28).

PART ONE

ATTITUDES AND VALUES; SOCIAL PARTICIPATION

THIS PART OF THE TEST HAS NO RIGHT OR WRONG ANSWERS. YOU ARE TO GIVE YOUR OWN OPINION OR TO STATE HOW OFTEN YOU BELIEVE CERTAIN THINGS HAPPEN.

THERE ARE TWO SAMPLE ITEMS BELOW. THE FIRST HAS BEEN DONE FOR YOU. THE ANSWER GIVEN IS "B". NOTE HOW THE CIRCLE BELOW THE LETTER HAS BEEN BLACKENED. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THIS CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT QUESTION.

EACH QUESTION MUST HAVE ONE ANSWER ONLY.

Examples: (Mark your answers below, not on the answer sheet.)

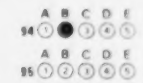
94. How often do you read science fiction?

A) Just about every day
B) At least once a week
C) At least once a month
D) A few times a year
E) Never

95. Canada is the best country in the world.

A) Strongly agree
B) Agree
C) Undecided
D) Disagree
E) Strongly disagree

SAMPLE ANSWER SHEET



BEGIN ON THE ANSWER SHEET AT NUMBER 1.

STOP PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART TWO - Knowledge (items 19-59) - 20 minutes

1. Page 9 of the student test booklet is reproduced below. Go over the instructions with them.

2. Continue with the test at item 29. Students are to stop after they have completed PART TWO (item 59). This is the end of the FIRST SITTING.

PART TWO

KNOWLEDGE

THE QUESTIONS IN THIS PART HAVE ONLY 1 BEST OR CORRECT ANSWER. READ THE QUESTION AND ALL THE CHOICES IN A QUESTION BEFORE SELECTING THE BEST OR CORRECT ANSWER.

THE SAMPLE QUESTIONS ON THIS PAGE ARE TO BE ANSWERED ON THE SAMPLE SHEET BELOW. BLACKEN THE CIRCLE BELOW THE LETTER (A,B,C,D) THAT CORRESPONDS TO THE ANSWER YOU HAVE CHOSEN. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THE FIRST CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT QUESTION. EACH QUESTION MUST HAVE ONE ANSWER ONLY.

STUDY THE 2 SAMPLE QUESTIONS BELOW. THE FIRST ONE HAS BEEN DONE FOR YOU. YOU ARE TO DO THE SECOND ONE WITH YOUR TEACHER.

Example: (Mark your answer below, not on the answer sheet.)

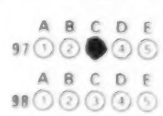
97. Julius Caesar was a(n)

A) Egyptian.
B) Greek.
C) Roman.
D) Turk.

98. Europe and Africa are separated by the

A) Atlantic Ocean.
B) Mediterranean Sea.
C) Red Sea.
D) Arabian Sea.

SAMPLE ANSWER SHEET



STOP PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

SECOND SITTING

PART THREE - Thinking and Research Skills (items 60-91) - 20 minutes

1. Inform students that the questions in this part call for one CORRECT or BEST answer.

2. Read the instructions for PART THREE (bottom of page 15 of the test booklet) to them. These instructions are reproduced below.

3. Students are to stop after they have completed PART THREE (item 91).

* * * * * * * * *

PART THREE

THINKING AND RESEARCH SKILLS

QUESTIONS 60 TO 91 ARE TO BE ANSWERED ON THE ANSWER SHEET. TWENTY MINUTES ARE ALLOTTED FOR THIS PART OF THE TEST. THE QUESTIONS IN THIS PART HAVE ONLY 1 BEST OR CORRECT ANSWER. READ EACH QUESTION AND ALL THE SUGGESTED ANSWERS BEFORE YOU DECIDE ON THE BEST OR CORRECT ANSWER.

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

* * * * * * * * *

PART FOUR - Long Answer - 25 minutes

1. Inform students that question 92 is to be answered in the test booklet in the space provided.

2. Inform students to turn to page 28 and to begin the long answer section.

3. Students are to stop after 25 minutes.

COLLECTING AND RETURNING TEST MATERIALS

PROVINCIAL SAMPLE

- Verify that each student has indicated his/her sex, grade, and booklet number on the answer sheet and that the appropriate circles indicating the booklet number have been blackened.

- Place the completed answer sheets in the envelope provided and return them along with the test booklets to the Assessment Section of Curriculum Branch for scoring and analysis. Do not leave answer sheets inside test booklets.

- **Please note that these instructions are for the Provincial Sample only.**

FOR TESTS NOT INCLUDED IN THE PROVINCIAL SAMPLE

Responsibility for scoring other students' tests is at the local level. School divisions may request scoring assistance from the Department. Please follow these instructions if scoring services are requested.

1. All student answers should be coded onto the NCS answer sheets. Coding instructions for written answers are in this Manual.

2. It will be necessary to place a SCHOOL CODE on each answer sheet if school or division scoring is requested (not necessary for provincial sample). Each superintendent has been given the school codes for his/her division. Write the 8-digit school code in the identification boxes A to H of each student answer sheet. Blacken the appropriate circles below each box. This code identifies the school and division.

3. Each school should submit answer sheets, packaged by grade (not by individual classes) to the school division office.

4. The Superintendents are to request the scoring service from the Management Information Services. Answer sheets are to be submitted by grade for the division (not by school) to:

Management Information Services
Administration and Teacher Certification Branch
Department of Education
307-1181 Portage Avenue
Winnipeg, MB.
R3G 0T3

SCORING TESTS NOT INCLUDED IN THE PROVINCIAL SAMPLE

Scoring information is supplied on the following pages for those who test students who are not part of the provincial sample.

The Management Information Services will score NCS answer sheets for school divisions, on request. If your school division is requesting this service, code the essay response on each of the student answer sheets by following the outline below:

> The long answer response will not be assessed in the traditional way by giving students so many marks for each point they make, and then giving some marks based on how well they have developed the points. Instead, the essays will be given a level, as outlined in the SOLO Taxonomy below and a separate mark for sentence structure and usage and another mark for mechanics. In effect, each essay will be given three different evaluations:
>
> # 93 Solo Taxonomy level A B C D E
> # 94 Sentence Structure/Usage A B C D
> # 95 Mechanics A B C D
>
> In addition, indicate the topic in #92, A to E.

The SOLO Taxonomy - A Tool to Evaluate the Quality of the Essay Response

The following information comes from: Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome); John B. Biggs and Kevin F. Collis; Academic Press 1982 ISBN 0-12-097552-1

In their book, Evaluating the Quality of Learning: The SOLO Taxonomy, the authors, John B. Biggs and Kevin F. Collis have described a method of evaluating the quality of a written response, which can be applied to a variety of subjects.

It is this method which will be used to evaluate the students' essay responses.

The SOLO Taxonomy is a tool to analyze the quality of students' responses in an objective and systematic way. It assists teachers to discriminate between material which has been well learned from that which has been poorly learned, much in the same way as mature thought is distinguishable from immature thought.

The SOLO Taxonomy shows a close linkage between evaluation and instruction. It will also convey to students why they were evaluated in the way they were so that they might understand more clearly how they can improve their responses in the future. It provides a structure to help teachers make judgements about the quality of learning that has taken place in the classroom at a particular time.

There are four main dimensions used to evaluate the responses (Text, pp.26-28)

a) working memory capacity (refers to the amount of working memory, or attention span, that the different levels of SOLO require)
b) relating operation (refers to the way in which the response and the question interrelate)
c) consistency and closure (refers to making consistent conclusions so that there is no contradiction either between the conclusion and the data, or between different possible conclusions)
d) structure (refers to the level of response, resulting from the interaction of the above dimensions and whether the student uses irrelevant data, relevant data or related data, e.g., analogy, hypothesis, etc.)

The responses are assessed in the context of the above dimensions and given an evaluation of one of five levels (Text, p.25). Record the level you give each student in item 93 on the answer sheet.

Level 1 Prestructural A

The response uses irrelevant data or avoids the question, characterized by minimal knowledge and no elaboration.

Level 2 Unistructural B

The response uses primarily one relevant datum; characterized by minimal understanding with little elaboration, basically makes one point.

Level 3 Multis ructural C

The response uses several relevant data, characterized by some understanding through the elaboration. However, the data is not interrelated and may be inconsistent. The student has found it difficult to come to a consistent conclusion.

Level 4 Relational D

The response uses several relevant data which are integrated. The elaboration demonstrates interrelation of data, uses examples, generalizes, and makes a consistent conclusion.

Level 5 Extended Abstract E

The response uses several relevant and related data which are integrated. The elaboration demonstrates interrelation of data, uses examples, generalizes, uses analogy hypothesis, or deduction and weighs the evidence. The conclusion can entertain alternative outcomes and therefore may not come to a definite closure.

The different levels are cumulative; each one adds something to the previous one. In reaching a particular level, all preceding levels are implied. The higher level responses incorporate the knowledge used at lower levels. If students have little or no background knowledge of a subject, they cannot use the concepts, skills, and discriminations necessary for relational and extended abstract responses. This may be true of even well motivated and highly intelligent students.

Note: The essay response is given the level in which it dominates. See Detailed Description of Each SOLO Taxonomy level, page 9.

Evaluating Writing Skills

SENTENCE STRUCTURE AND USAGE

Code on student answer sheet #94

No hard and fast rules can be set down for sentence structure. At times, a variety of sentence structures is appropriate to create and maintain reader interest. Sometimes repetitive patterns can create a desired effect. Sometimes, short, choppy sentences are appropriate to the topic and discourse; at other times, long, elegant structures are appropriate.

Usage refers to the "correctness" of the structures used by a writer. Difficulties in such areas as verb tense, verb agreement, pronoun reference and the like fall into the area of usage.

A. Not sufficient material to make an evaluation (under 75 words) or impossible to decipher.

B. LOW: The sentence structures are little more than simple entences; a small number of structures are repeated throughout the paper so that the paper becomes boring or predictable. The author seems to have serious difficulties in presenting effectively constructed sentences.

C. MIDDLE: Although the writer seems to have control of a number of sentence structures, at times the structures are ambiguous or clumsy, or the writer may not have taken advantage of opportunities to create a positive effect in varying or repeating sentence structures. Grammatical errors do not detract from the impact of the answer.

D. HIGH: A positive effect is created by the author in the use of sentence structures. The writer seems to have control of a variety of structures and employs them effectively in communicating. Grammatically correct.

MECHANICS (punctuation, capitalization, spelling)

Code on student answer sheet #95.

A. Not sufficient material to make an evaluation (under 75 words) or impossible to decipher.

B. LOW: Errors in capitalization, punctuation, and spelling substantially detract from the clarity or readability of the paper. The reader must stop and puzzle over words to figure out what they are or what the writer intended.

C. MIDDLE: Errors in capitalization, punctuation, and spelling may be present but do not perceptibly detract from the clarity or readability of the paper.

D. HIGH: In general, the writer capitalizes and punctuates correctly. Capitalization and punctuation are used to make the writing clear and readable. Spelling attracts little or no attention. If errors in mature words do appear, they reflect meaningful "guesses" at the words being used.

Detailed Description of Each SOLO Taxonomy Level
(Adapted)

Level 1 — Prestructural

- **Student avoids answering the question.**
  - begs the question
  - repeats words from the question
  - restates the question
  - content is irrelevant, inaccurate, or inappropriate in the context of the question
  - response is not logical
  - uses irrelevant, personally based data
  - responds on an emotional basis (evidence inaccurate)

- **Student demonstrates very minimal knowledge and almost no elaboration of the problem.**
  - little or no intention to grapple with the question
  - fails to relate answer to question; response is confused with question
  - rapid conclusion or closure which is irrelevant to question. (Rapid closure involves selecting only one or very few features before coming to a decision, which inevitably results in a low level of response. High levels are not possible without careful consideration of all data.)
  - closes without even seeing the problem

Level 2 — Unistructural

- **Student bears the question in mind while answering, and relates the question and the response with at least one logical datum, fact, or point.**
  - response to the question linked by one relevant fact
  - identifies one problem to support the answer
  - basically makes a single point
  - answer based on a single reason that dominates the evidence
  - selects one relevant datum and closes on that
  - correctly drawing a general conclusion from one relevant fact
  - relates one relevant datum to the question

- **The student demonstrates only minimal understanding of the problem through the elaboration of the content.**
  - response is marked by a quick conclusion or closure which is relevant to the question. (some elaboration)
  - elaboration can identify two relevant data, but be quite inconsistent with each other and therefore prevent a logical conclusion
  - no felt need for consistency, jumps to a conclusion on one aspect

Level 3 — Multistructural

- **Student answers the question using several relevant facts linked to the question but not to each other.**
  - uses a number of facts to support the problem identified. There may be some inaccuracies.
  - selects two or more relevant data, but ignores their relationship
  - typically contains "...and...and...and so...and also..."
  - bases a decision on two unrelated but relevant facts
  - facts are linked to the question but not to each other
  - problems are not really integrated
  - "generalizes" only in terms of a few limited and independent aspects

- **The student demonstrates an understanding of the problem through the elaboration of the content but does not interrelate it.**
  - closure is determined when several aspects of the problem are perceived, but since these aspects are not interrelated, inconsistency may result
  - student may recognize inconsistencies in data but is unable to resolve them or makes only a partial integration of the data
  - responses typically show that the student sees a number of factors operating together, but has not shown their interrelationship
  - response hints at relational thinking but this has not been developed
  - response can come to different conclusions with same data

Level 4 Relational

- **Student answers the question using relevant information and integrates it.**
  - uses a number of facts to support the answer and shows their interrelationship
  - response to the question interrelates several relevant facts
  - supports the response with examples
  - response interrelates the concepts
  - response indicates that a number of factors are being taken into account and are being related to each other
  - response is consistent within the context of the question (may be inconsistent, however, when the response goes outside the context of the question)

- **The student demonstrates the ability to generalize the problem to show its effects.**
  - sees all the aspects of the problem and then interrelates them to make a coherent whole (generalization)
  - response gives an overall concept or principle that accounts for the various isolated data that the multistructural response contains and correctly draws a conclusion
  - response illustrates that the student is capable of analyzing the problem but the response may still require some closure
  - the student responding at the relational level uses the data (studied) and perhaps some personal concrete experience to form generalizations

Level 5 Extended Abstracts

- **The student demonstrates the ability to present a reasoned argument combining the problems in a comprehensive conclusion.**
  - student has stated the problems and given the necessary evidence to support the answer (well structured - no inconsistencies)
  - student has defined the problem within a frame of reference and drawn a qualified conclusion
  - student does not make an immediate closure but rather weighs the evidence
  - student holds the problem open while considering the evidence
  - conclusion held open, or qualified, to allow possible logical alternatives

- **The student demonstrates the ability to generalize aspects of the issue that were not presented in the question, but which are conceptually relevant.**
  - response goes beyond a general conclusion from particular data and introduces a logical deduction, i.e.,
    - -- student introduces an abstract principle not obvious from the study
    - -- student tests the deduction
    - -- student might introduce an analogy that is compatible
    - -- student might indicate that the outcome may be different under different circumstances
    - -- can generalize to situations not experienced
  - response to the question takes up relevant data and their interrelations and classifies them under a logical assumption
  - response can entertain alternative outcomes (is not forced, as are the other levels, to come to a definite closure or conclusion)

Note:

The different levels are cumulative: each one adds something to the previous one: (p.173)
A unistructural response is a prestructural response plus a logical link between the question and the response.
A multistructural response is a unistructural response plus at least one other relevant aspect.
A relational response is a multistructural response plus an overriding linking concept.
An extended response is a relational response plus a logical principle.
(One needs to think about more things at once in order to make a relational or extended abstract response than one does to make a unistructural response.)

GRADE 8

SUBTEST OF EACH TEST ITEM

CONTENT AREA — ITEM NUMBER

	COGNITIVE		AFFECTIVE	
	KNOWLEDGE	THINKING AND RESEARCH SKILLS	SOCIAL PARTICIPATION	ATTITUDES AND VALUES
I. PREHISTORIC AND EARLY HISTORIC LIFE				
I.1 Life in Prehistoric Times	29-33	60-65		1
I.2 Life in Early River Valleys	34-36	66-69		3
II. LIFE IN ANCIENT CIVILIZATIONS				
II.1 Life in Ancient Europe-Greece/ Rome	37,38,39-41	69,70		4
II.2 Life in Ancient Central/ South America		71-73		5
II.3 Life in Ancient African/Indian		74		
III. LIFE IN EARLY MODERN EUROPE				
III.1 Life in a Feudal Society	42-45	75		
III.2 Life in the Renaissance Era	46-48	76		6
III.3 Life in the Reformation Era	49-51	77		7
IV. LIFE IN THE MODERN WORLD				
IV.1 Life in a Contemporary Industrial Society	52-54	78		8-11
IV.2 Life in a Contemporary Communist Society	55,56	79		12
IV.3 Life in a Contemporary Developing Society	57-59	80-84		13-15
V. GENERAL SOCIAL STUDIES SKILLS		85-91 92-Long Answer		2,16
VI. GENERAL - SOCIAL PARTICIPATION ITEMS			17-28	

NOTE: **The classification of these questions is inevitably arbitrary in some cases. Teachers should check for cases of overlap or duplication.**

MULTIPLE CHOICE ANSWER KEY

PART 2: KNOWLEDGE

Item No.	Correct Answer	Subtest
29	D	I.1
30	C	I.1
31	C	I.1
32	D	I.1
33	C	I.1
34	D	I.2
35	C	I.2
36	D	I.2
37	B	II.1
38	B	II.1
39	B	II.1
40	A	II.1
41	B	II.1
42	C	III.1
43	B	III.1
44	B	III.1
45	C	III.1
46	C	III.2
47	D	III.2
48	B	III.2
49	D	III.3
50	B	III.3
51	D	III.3
52	D	IV.1
53	A	IV.1
54	C	IV.1
55	A	IV.2
56	D	IV.2
57	C	IV.3
58	C	IV.3
59	A	IV.3
60	B	I.1

PART 3: THINKING AND RESEARCH SKILLS

Item No.	Correct Answer	Subtest
61	A	I.1
62	A	I.1
63	D	I.1
64	A	I.1
65	B	I.1
66	A	I.2
67	A	I.2
68	B	I.2
69	B	II.1
70	B	II.1
71	D	II.2
72	D	II.2
73	B	II.2
74	C	II.3
75	A	III.1
76	C	III.2
77	A	III.3
78	D	IV.1
79	D	IV.2
80	B	IV.3
81	C	IV.3
82	C	IV.3
83	D	IV.3
84	A	IV.3
85	A	V
86	A	V
87	B	V
88	B	V
89	A	V
90	C	V
91	B	V
92	LONG ANSWER (SEE PAGE 6)	

SIDE 1

GENERAL PURPOSE - NCS® - ANSWER SHEET

FOR USE WITH ALL NCS SENTRY OPTICAL MARK READING SYSTEMS
SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

NAME (Last, First, M.I.)

STUDENTS SHOULD NOT FILL IN

THESE CIRCLES.

SEX

GRADE OR EDUC

BIRTH DATE

MO DAY YR

IDENTIFICATION NUMBER

A B C D E F G H I J

SPECIAL CODES

K L M N O P

0 0 9 5 6

	A	B	C	D	E
1	①	②	③	④	⑤
2	①	②	③	④	⑤
3	①	②	③	④	⑤
4	①	②	③	④	⑤
5	①	②	③	④	⑤
6	①	②	③	④	⑤
7	①	②	③	④	⑤
8	①	②	③	④	⑤
9	①	②	③	④	⑤
10	①	②	③	④	⑤
11	①	②	③	④	⑤
12	①	②	③	④	⑤
13	①	②	③	④	⑤
14	①	②	③	④	⑤
15	①	②	③	④	⑤
16	①	②	③	④	⑤
17	①	②	③	④	⑤
18	①	②	③	④	⑤
19	①	②	③	④	⑤
20	①	②	③	④	⑤
21	①	②	③	④	⑤
22	①	②	③	④	⑤
23	①	②	③	④	⑤
24	①	②	③	④	⑤
25	①	②	③	④	⑤
26	①	②	③	④	⑤
27	①	②	③	④	⑤
28	①	②	③	④	⑤
29	①	②	③	④	⑤
30	①	②	③	④	⑤
31	①	②	③	④	⑤
32	①	②	③	④	⑤
33	①	②	③	④	⑤
34	①	②	③	④	⑤
35	①	②	③	④	⑤
36	①	②	③	④	⑤
37	①	②	③	④	⑤
38	①	②	③	④	⑤
39	①	②	③	④	⑤
40	①	②	③	④	⑤
41	①	②	③	④	⑤
42	①	②	③	④	⑤
43	①	②	③	④	⑤
44	①	②	③	④	⑤
45	①	②	③	④	⑤
46	①	②	③	④	⑤
47	①	②	③	④	⑤
48	①	②	③	④	⑤
49	①	②	③	④	⑤
50	①	②	③	④	⑤
51	①	②	③	④	⑤
52	①	②	③	④	⑤
53	①	②	③	④	⑤
54	①	②	③	④	⑤
55	①	②	③	④	⑤
56	①	②	③	④	⑤
57	①	②	③	④	⑤
58	①	②	③	④	⑤
59	①	②	③	④	⑤
60	①	②	③	④	⑤
61	①	②	③	④	⑤
62	①	②	③	④	⑤
63	①	②	③	④	⑤
64	①	②	③	④	⑤
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74	①	②	③	④	⑤
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94	①	②	③	④	⑤
95	①	②	③	④	⑤
96	①	②	③	④	⑤
97	①	②	③	④	⑤
98	①	②	③	④	⑤
99	①	②	③	④	⑤
100	①	②	③	④	⑤

END

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